97-84095-11

Connecticut State Board of Education

Our flag:
how shall I honor it?

[Hartford]

[1918]

97-84095-11
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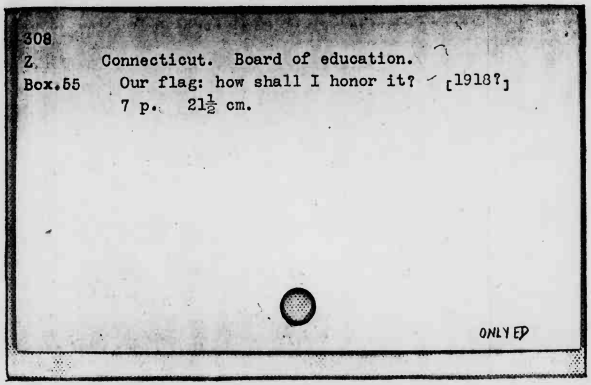

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TECHNICAL MICROFORM DATA

FILM SIZE: 35mm REDUCTION RATIO: 11:1 IMAGE PLACEMENT: IA (IIA) IB IIB

DATE FILMED: 5/22/97 INITIALS: TLM

TRACKING # : 21280

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OUR FLAG

HOW SHALL I HONOR IT?

OUR FLAG

How shall I honor it?

Shall I have any real part in the program to sustain the principles for which the flag stands? Shall I be active mentally yet pursuing my education for my own personal gratification without physical work, or shall I read that "Our flag was born of a struggle and not a bar or star but was baptised in blood and tears" and then go forth to salute the flag with hands that are willing to work, to produce, to fight if necessary, that all may enjoy the privilege of life in a free country.

The State of Connecticut in this pamphlet presents a plan for a life size workable education equally durable in war as in peace, equally profitable to the country the state and the individual.

AN EDUCATION THAT FITS the larger number of boys and girls to become citizens able to do things, to work and know what they are working for. To know how to live, that in living by education in work they sustain the cause for which others worked to make this country free and worked again to develop it.

Trade Education teaches the basic principles of work, work is energy and should be expended intelligently in order to secure desirable results.

A boy is agitated by the desire to leave school and go to work. Somewhere energy is being expended but is it well directed? Perhaps not but nevertheless it is in keeping with some latent force in that particular boy. Now let that force be properly directed and the boy's efforts will continue to be in educational lines fitting him for a better purpose and better work.

If he has some mechanical ability the education as a machinist will fit him for a good position as a Machinist or Toolmaker. It educates him in the use of

lathes shapers planers milling machines drill presses boring mills blueprint reading freehand drawing mechanical drafting mathematics of practical application forging and tempering value of metals tools and tool steel

Trade education as a Carpenter includes

architectural drafting surveying foundation work house framing steel square in a practical way outside finish inside trim building of stairs fire places mantels

in fact all that is necessary to train the student to be a competent workman

Textile—a very interesting work for girls is in the manufacture of silk or cotton. Every girl should know how cloth is made. The first process in preparing the raw silk from the cocoon or the cotton as it comes from the bale. The process of spinning the yarn—making the warp and filler—weaving these into various kinds of cloth. Desirable positions are open to students completing 2400 hours of practical and theoretical work in the textile department of the trade school.

Home making as part time or as a trade subject is offered to all girl students

The shipbuilding industry calls for young men to train for ship fitters and other shipbuilding occupations. For the benefit of those who are unfamiliar with shipbuilding terms we print bulletin #57.

State board of education
Connecticut bulletin 57
Series 1917-1918

MOLD LOFT AND SHIPFITTING COURSE
SCHEME OF PROCESS FOR APPRENTICES
IN PRACTICAL SHIP CONSTRUCTION
STATE TRADE EDUCATION SHOP

Each student is required to keep pencil notes on class work and shop talks.

Transferring these notes in ink to loose leaf binders is home work. The instructors after examining these for spelling and composition return to the student to form a permanent record of his theory of work.

The following works on naval architecture are recommended to the student in these he will find most of the material covered by the lectures in greater detail.

Text Book of Theoretical Naval Architecture—by E. L. Attwood.
Laying Off—by Watson.
Work on Practical Shipbuilding—by Campbell Holms.
Know Your Own Ship—by Walton.

First period, 220 hours

Elementary mathematics

i Common Fractions
ii Decimal Fractions
iii Areas of Plane Figures

Instruments commonly used and their uses

i Instruction regarding the various scales used
  (a) Scales for arrangements
  (b) Scales for details
ii Tee square and triangles
iii Compasses and dividers
iv Practice in use of scales; scale reading

Elementary drafting

i Freehand sketching
ii Elementary Projections, 3rd angle involving use of straight lines only
iii Blue print reading

Conventional signs used in drafting rooms

i Finish marks
ii Conventional marks used when drawing is out of scale
iii Standard hatching

Second period, 125 hours

Instruction will be given covering the terms commonly used in shipbuilding outlined below.

i Length overall
ii Length between perpendiculars
  (The above will cover various types of vessels)
iii Breadth molded

iv Depth molded for one, two and three deck vessels
v Rise of floor
vi Tumble home
vii Flare
viii Turn of bilge
ix Deck camber, and how obtained
x Dead flat
xi Sheer and how obtained

Structural Shapes and their uses

i Angles
ii Channels
iii Bars
iv Bulb angles
v Bulb plates
vi Convex and feather edge iron
vii Flat and Round Bars

Third period, 675 hours

Development of sheer draught

Instruction covering this work will have as its aim the familiarizing of the student with the various means used for fairing a ship's lines. The meaning of the various terms used such as base line, waterlines, buttocks, diagonals, etc., with a short explanation of the method in an elementary way of what information is necessary in order to prepare such a plan.

From the above it will be an easy step for the student to arrive at an understanding as to how the lines are transferred to the mold loft floor.

Laying down ship

i Information supplied by Drafting Room
ii Table of offsets, and how derived from sheer draught
iii Preparing mold loft floor
iv Laying down frames
v Fairing of ends of vessel
vi Fairing of deck sheers
vii Use of diagonals for fairing
viii Obtaining bevels for frames
ix Plate edges
x Longitudinals
xi Bilge keels
xii Shaft bossing
xiii Fenders
xiv Tank Tops
xv Fairing by contracted method
xvi Ribbands

Templating from layout

i Frames
ii Floors
iii Beams
iv Tank Tops
v Bulkheads
vi Bulkhead stiffeners
vii Development of shell plating
viii Bilge keel and fender plates
ix Stringers, longitudinals, breasthooks
x Engine foundations

Fourth period, 50 hours

Instruction regarding the uses of the following principal members of a ship's structure, illustrating by rough sketches the location of the various parts mentioned, and their principal uses.

i Keel, Bar and Flat Plate, Stem, Stern Post and Rudders
ii Frames, Reverse Frames, Floors and Beams, and Beam Knees
iii Bulkheads, Bulkhead stiffeners
iv Inner Bottom Plating, Tank Top Plating
v Shell plating
vi Web frames, Breasthooks, Stringers, Keelsons, Carlings
vii Decks, Sheer Strakes, Hatches

Fifth period, 75 hours

Riveting

The student will be instructed as to the types and spacing of rivets and taps in general use for:

i Watertight work
ii Non-watertight work
iii Oil tight work
iv Special cases involving strength
v Reaming
vi Countersinking
vii Punching
viii Drilling
ix Calking
x Power and hand riveting

Sixth period, 75 hours

Instructions as to the method of bending frames, reverse frames, beams, etc., and their erection on the blocks. Explanation of the terms plumbing and horning of frames will be covered, also,—

i Punching, Shearing and Rolling of Plates
ii Plate Flanging
iii Plate Furnacing
iv Plate Joggling
v Erection Work

An important feature will be lectures and shop talks on Shipbuilding by practical men.

Other trade lines are

Electrical
Patternmaking
Plumbing and steamfitting
Cementer Mason
Automobile repair
Radio Buzzer for Army

Schools are located at

Putnam
South Manchester
Torrington
Danbury
Bridgeport
New Britain
New Haven

Trade Education is free to every boy or girl 14 years of age or over. At the satisfactory termination of a course a diploma signed by the Governor and other state officials is presented. Desirable positions are secured for each graduate. Our records show that all graduates of the state trade schools have been successful.

We request teachers to talk to the class about education in work that only by work are the principles of education sustained

We ask teachers, parents and pupils to visit the trade school and observe the system of education and work.

Write the State board of education

Trade instruction department Room 42 Capitol

MSH 21280

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